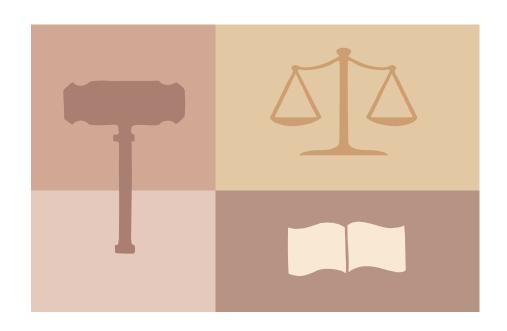
NEW LEGISLATION

2014 BACK TO SCHOOL MEETING



CT State Department of Education Bureau of Special Education

Public Act 14-39

An Act Establishing the Office of Early Childhood, Expanding Opportunities for Early Childhood Education and Concerning Dyslexia and Special Education

Legislative Language

Not later than January 1, 2015, the Department of Education shall add "SLD -Dyslexia" under "Specific Learning Disabilities" in the "Primary Disability" section of the individualized education program form used by planning and placement teams for the provision of special education and related services to children requiring special education and related services.

Legislative Language

On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall (1) be incorporated into requirements of student major and concentration, and (2) on and after July 1, 2015, include the detection and recognition of, and evidence-based interventions for, students with dyslexia.

CSDE Actions

- Assembled an internal Specific Learning Disabilities/Dyslexia (SLD/Dyslexia) advisory group to address the requirements of the legislation and consider the needs of the field regarding the upcoming change in the "Primary Disability" section of the IEP document.
- Compiled an external SLD/Dyslexia Workgroup comprised of a wide range of stakeholders that will begin meeting monthly in the fall to develop statewide guidance and recommendations.

CSDE Actions

- Revise IEP document to include "SLD/Dyslexia" in the Primary Disability section on page one
- Revise IEP Manual
- Communicate with electronic IEP vendors
- Revise SEDAC data collection file layout

Student:	Last Name, First Name	DOB:	District: PLACEMENT TEAM (PP	Meeting Date:	mm/dd/yyyy
Current Enrolled School:		Age	Current Grade:	Grade Next Yr; Gender: 🔲 F	emale 🔲 Male
Current Home School:		School Next Yo	ear:	Home School Next Year:	
SASID #:			If your school district does not have less than the less t	ve its own high school, is the student attending his/ NA English Other: (specify)	her designated high school?
Parent/Guardian (Name):			Home Dominant Lang:	☐ English ☐ Other: (specify)	
Parent/Guardian (Address):	Same		Student Home Phone:	Parent Home Phone:	
Surrogate Name:			Parent Work Phone:	Misc. Phone:	
Surrogate Address:			Most Recent Eval. Date:	Next Reevaluation Date:	mm/dd/yyyy
Most Recent Annual Review Date: Next Annual Review Date:					
		mm/dd/yyyy		mm/gd/yyyy	
Reason for Meeting ^{2:}			view <u>Eval/Reeval</u> Determine Eligit ansition Planning Manifestation D		☐ Develop IEP
Primary Disability:	_	urbance Multiple Disabilities	☐ Orthopedic Impairment ☐ Specific Learning Disabilities	Speech or Language Impaired Traumatic Brain Injury	Other Health Impairment
☐ Developm	nental Delay (ages 3-5 only)	☐ Intellectual Disability	Specific Learning Disabilities/D	yslexia Visual Impairment	To be determined
The next projected PPT meeting date is:					

□ Voo □ No

Proposed Objectives for the External Workgroup

- Explore issues surrounding the identification and instruction of students with SLD/Dyslexia
- Review and identify a shared understanding and definition of "dyslexia"
- Review pertinent legislation and implementation practices from other states
- Identify evidence-based practices for the screening, identification, and instruction of students with SLD/Dyslexia

Frequently Asked Questions - (FAQS)

- 1. Who can identify a child with a Specific Learning Disability (SLD)/Dyslexia?
- 2. What is a comprehensive evaluation for a child suspected of having SLD/Dyslexia?
- 3. Is a child identified with SLD/Dyslexia automatically qualified for special education services?
- 4. What is appropriate specialized instruction for a student with SLD/Dyslexia?

P.S. - IEP FORM CHANGES . . .

- October 1 Dissemination to Field & Vendors:
 - Revised page 1 ("SLD/Dyslexia" under Primary Disability)
 - Revised page 12 changes in data collection fields
 - Revised IEP Forms:
 - ED 625 Notice and Consent to Conduct an Initial Evaluation
 - ED 627 Notice and Consent to Conduct a Reevaluation
 - NEW IEP Form ED 626 Consent for Special Education Placement
 - Revised Smarter Balanced Supports/Accommodations Form
- IEP Manual updates December 2014
- Spanish IEP updates October/November 2014
- IEP Facilitation Training for SpEd Directors -September 30 and October 1, 2014